



Behaviour Principles

Introduction

'What you accept becomes acceptable'¹

At Fielding Primary School, we aim to create a safe and positive learning environment for all pupils, staff and visitors. Our policy is rooted in our school's values-based ethos and our core values of respect, responsibility, reflection, and empathy. We believe that every pupil has the right to learn, and every teacher has the right to teach. We expect all members of our school community to demonstrate these values in their behaviour and interactions with others.

Good behaviour is fundamental to success in the classroom for both pupils and teachers. A well-planned and delivered curriculum enables pupils to learn, ask questions, debate, and challenge themselves. Consistently managed behaviour encourages learning to take place. Behaviour expectations are taught, modelled and rewarded. Unacceptable or dangerous behaviours are sanctioned.

Responsibilities

Our behaviour principles promote positive behaviour rather than to deter unacceptable behaviour. All staff will apply our principles through the school's Behaviour Policy and procedures, at all times of the school day and during all school activities including childcare, clubs, play and lunch times, trips and holiday club.

All adults working in the school are responsible for reading and implementing the behaviour policy at all times. The headteacher, assisted by the deputy headteacher and wider leadership team is responsible for reviewing and monitoring the policy.

Pupils are expected to adhere to the policy, under the guidance of school staff.

Fundamental principles

The Governing Board has set out the following principles upon which our policy and procedures are based.

Our Values-based ethos underpins our expectations for behaviour, we make it easy to behave and hard not to by:

- unconditional positive regard for all pupils,
- the use of our core values to underpin our choices, actions and on how we reflect on negative choices,
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are bad (which lead to negative consequences). Language of choice is used to encourage:

¹ Tom Bennett, Running the Room Companion, 2021

- self-management of behaviour and reflection on behaviour choices made i.e., there are always different behavioural options.
- any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child,
- recognising, acknowledging and rewarding pupils for their positive choices, use of our values and behaviour,
- sanctioning pupils for negative choices, if appropriate, including using suspension and permanent exclusion,
- ensuring consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour,
- a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly, and firmly.

Parents role in supporting behaviour.

- We believe that promoting positive behaviour is a shared responsibility between pupils, parents, and staff. We encourage parents to support our behaviour policy and work in partnership with us to ensure a positive learning environment for all.
- If parents have a concern about behaviour, they should initially contact the class teacher and thereafter the Year Leader. If the concern remains, they should contact the Deputy Headteacher or Headteacher.

Acceptable and Unacceptable Behaviour

- We expect all pupils to follow our school values and to demonstrate positive behaviour towards their peers, staff, and the environment. Pupils are expected to behave in a respectful and responsible manner towards themselves and others.
- We encourage pupils to self-regulate and use the Zones of Regulation to help manage their emotions.
- Pupils who display unacceptable or dangerous behaviour, such as bullying, aggression or defiance, will be given sanctions.

We encourage good behaviour by:

- unconditional positive regard for all
- good classroom management including well-defined routines.
- being calm, fair, firm, clear, consistent, positive and understanding.
- praising good behaviour as it occurs.
- explaining and role modelling the behaviour we want to see.
- encouraging the pupils to use and reflect on our core values.
- explaining reasons for any sanctions.
- using 'Pausing to be' and 'Reflection Time' (brain breaks) in class to create a positive climate for learning.

Unacceptable and dangerous behaviour includes:

- ignoring reasonable instructions.
- answering back, rudeness or aggression.
- making unkind/ derogatory remarks.
- damaging property.
- stealing
- biting, spitting, hitting and kicking (towards adults or children)
- swearing.
- racist comments.
- harassment and/or bullying linked to the protected characteristics
- bullying
- touching other pupils inappropriately (including genitals, bottom)
- inappropriate online behaviour

Golden Rules

Pupils should follow our core values (& fundamental British values). Our rules support this and promote good choices. These rules and values are embedded into our all aspects of school life:

Nursery and Reception (including ARP pupils)

- I am kind & helpful (respect, empathy)
- I stay calm (reflection)
- I always have a go (resilience)

Key stage 1 and 2 (including ARP pupils)

- I treat everyone with respect (respect)
- I use the zones of regulation (reflection)
- I welcome and include everyone (tolerance empathy)
- I learn from my mistakes (resilience, reflection, empathy)

Rewards

We use a variety of whole school-based rewards to recognise and celebrate positive behaviour. Each pupil belongs to one of four constellations: Hercules, Cygnus, Pegasus, Orion. Daily tokens (positive points) count towards individual certificates and termly rewards for the winning constellation. We also reward pupils who go above and beyond to show our school values through the values ambassador weekly award.

Only rewards listed in this policy will be used, no other systems should be used alongside these, unless a pupil has a behaviour support plan and these have been agreed in advance.

Unacceptable behaviour

Our approach to managing unacceptable behaviour will depend on the nature of the behaviour.

Dysregulation will be approached with Zones of Regulation. Adults will 'connect before correcting'. This is because it is helpful for a pupil, who is still learning about emotions, for an adult to connect with their feelings before providing teaching or correction on their behaviour.

Unacceptable behaviour or dangerous behaviour will always be challenged and sanctioned, no matter how small. This sanction may be delayed and applied once the pupils is calm and able to talk about the incident. See crisis management below.

Sexual harassment and or violence is not tolerated here. We recognise that some pupils may not be emotional aware of behaviour that might be recognised as sexual harassment. All behaviour in this category will be dealt with in line with this policy and the safeguarding policy.

Where sanction/interventions are used, these should be given in a quiet, non-public and low key way, to protect the dignity of the child.

Zones of Regulation & MindUP

When pupils feel a connection, they feel belonging and significance. Often that is enough for inappropriate behaviour to stop. [Zones of Regulation](#) are used to encourage co and self-regulation. Adults in school connect with the pupil before offering options for correction.

Pupils are taught mindfulness through the [MindUP](#) curriculum. We encourage pupils to self-regulate and use the Zones of Regulation to help manage their emotions. This approach helps pupils to develop an understanding of their own emotional state and provides them with strategies to regulate their behaviour. The Zones of Regulation are used to help pupils regulate their emotions and understand their feelings. Pupils are encouraged to identify when they are in each

zone and use strategies to move to a more regulated state. When pupils are able to recognise their emotions and self-regulate this is seen as a positive response to their behaviour.

Use of TeamTeach de-escalation strategies

We recognise that some pupils may have additional needs and require additional support to manage their behaviour. We use TeamTeach de-escalation techniques to help support pupils, including those with special educational needs.

Sanctions

We recognise that not all behaviour can be managed through self-regulation strategies and that some behaviour is inappropriate and/or dangerous. This behaviour will be sanctioned. Pupils will be required to complete a think sheet and lose break time in 5-minute increments. Class teachers and/or year leaders, will report this to parents via MCAS.

Internal exclusion, suspension and permanent exclusion may also be applied as a sanction for more serious misbehaviour.

Recording behaviour rewards and sanctions

Teachers will record behaviour rewards and sanctions on Bromcom which can be accessed by parents when they log into My Child at School (MCAS). This provides transparency and allows parents to support our behaviour policy. See how to record on Bromcom, [link](#)..

Our policy and procedures guide decision making by staff. The headteacher and/or deputy headteacher may use their discretion to adjust the implementation of this policy and procedures on a pupil-by-pupil and/or incident-by-incident basis.